

FOCUS

Essential Elements Of Quality
FOR STATE-FUNDED PRESCHOOL PROGRAMS



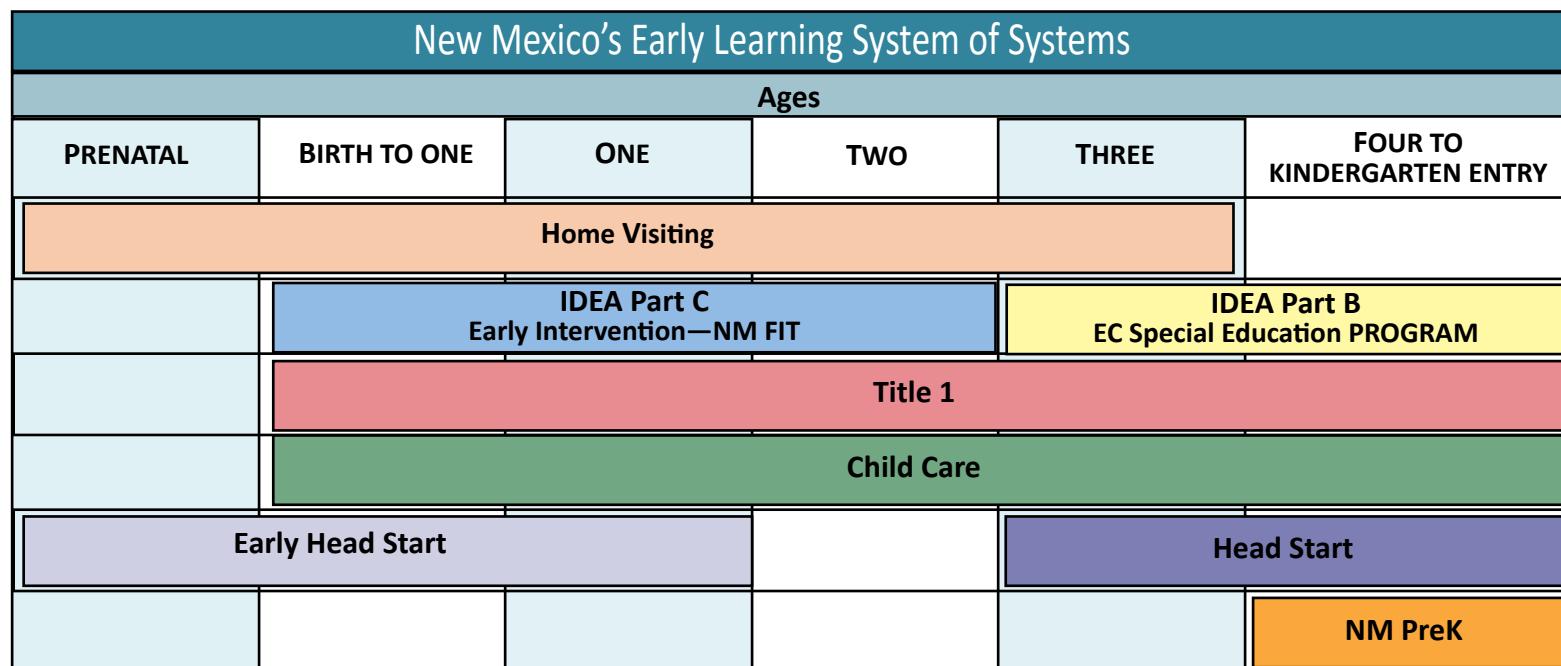
NOVEMBER 2016

New Mexico is committed to creating and sustaining an early learning system that focuses on building high quality, comprehensive, community programs that form a continuum of integrated services. This commitment reflects the goal adopted by the New Mexico Early Learning Advisory Council that “every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system.”

Early childhood, public policy reforms are built upon the belief that families and community must be the platform from which all efforts are launched. We believe that all work must be informed and driven by a deep respect for the diverse values and cultures of New Mexico’s families. Although New Mexico has been at the forefront of the movement to create standards within the early childhood system, the state has taken great care to ensure that these standards do not impose a standardization of practice upon individual children, their families, or the communities in which they live. Rather, it is the state’s experience that these standards provide a framework within which programs are able to flourish, implementing unique and appropriate programs that are based on the strengths of each community. This way, community-specific programs are able to reflect the history, culture, language, and traditions that must be preserved and strengthened to support each and every child’s success.

New Mexico is creating an early learning “system of systems” that transforms disconnected, siloed programs—that historically have labeled and segregated children because of categorical funding streams—into a coordinated system. This approach focuses on building high-quality, comprehensive, community programs that are able to work together when provided with a common focus. New Mexico’s “system of systems” ensures that each child has equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

New Mexico’s Early Learning System of Systems



New Mexico’s systematic approach acknowledges and respects the uniqueness of each community, each family, and each child and has led to the establishment of the Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System.

The FOCUS Quality Framework reflects these *Guiding Principles*.

(The *Guiding Principles* and all FOCUS documents can be found at <http://www.cdd.unm.edu/ecln/ped-focus/>)

Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System

Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs, that support the full participation of every child, build on these strengths. They do so by promoting a sense of belonging, by supporting positive social relationships, and by enabling families and professionals to gain advocacy skills that positively impact the life of every child.

We believe that . . .

- Every child has unique gifts and abilities that are to be celebrated and nurtured.
- The early years hold enormous promise for every child to reach his or her full potential.
- Every child learns within the context of relationships and through playful interactions within their environment.
- All children and their families deserve equitable access to appropriate services and to supports that acknowledge their uniqueness and enable them to reach their full potential.

Therefore, we are committed to . . .

- Valuing and embracing all children and their families.
- Involving families and communities as partners and decision makers.
- Overcoming biases to build trust and establish collaborative partnerships that benefit children, their families, and the professionals who work with them.
- Providing choice, flexibility, and continuity of services and supports for families within communities.
- Making a variety of services and support available, so all children have access to—and can participate in—opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances.
- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to every child and his/her family.

We will . . .

- Promote every New Mexico citizen's understanding of the importance of high-quality, inclusive, early childhood programs and practices.
- Support interactions and relationships that foster self-reflection.
- Utilize information about the growth, development, and experiences of individual children and families for program and curriculum development and improvement.
- Continuously improve services and supports by evaluating current practices and incorporating effective methods, models, and research in our work with children and families.
- Promote the establishment of aligned services and supports that build on both the unique assets of each child and that acknowledge the strengths of children's and families' heritage, language, and culture.
- Ensure that services and supports are provided by people who reflect the diversity of the community, are well educated, and are well compensated.
- Establish an integrated, multi-disciplinary system of professional development, training, and technical assistance that supports the design, implementation, and evaluation of practices that are respectful of—and responsive to—each child and family.



What is the FOCUS: Essential Elements of Quality?

The *FOCUS: Essential Elements of Quality*, New Mexico's *Tiered Quality Rating and Improvement System (TQRIS)*, provides early childhood program personnel with the criteria, tools, and resources they need to improve the quality of their program. These quality improvements focus on children's growth, development, and learning—so that each child has an equitable opportunity to be successful when they enter school. This document contains the *FOCUS: Essential Elements of Quality* that provide a framework for state-funded preschool programs as they strive to make quality improvements. Together, the *New Mexico Early Learning Guidelines: Birth through Kindergarten* and the *FOCUS: Essential Elements of Quality* provide:

- Common Early Learning Standards, standardized criteria for a common, authentic, observation documentation curriculum-planning process
- Common Early Learning Program Standards, a standardized process for continuous quality improvement and standardized criteria for a common quality rating and improvement system

The *FOCUS: Essential Elements of Quality* is also closely aligned with the New Mexico Professional Development System—a standardized, early childhood workforce knowledge and competency framework, with a corresponding progression of credentials, the *Common Early Childhood Professional Development Standards*.

Just as the *NM Early Learning Guidelines* provide a framework of criteria regarding children's growth, development, and learning that educators rely on to plan curriculum, the *FOCUS: Essential Elements of Quality* provides a framework of criteria that program personnel can use to plan quality improvements to their program.

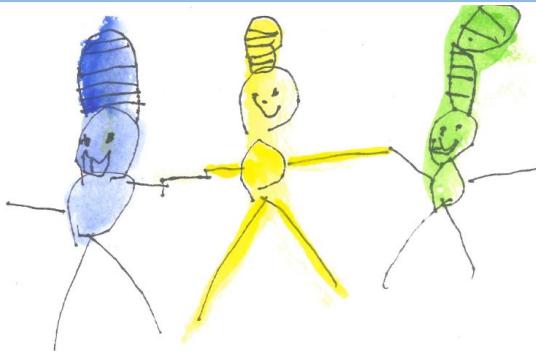
Through FOCUS, the state's Early Learning Standards, Early Learning Program Standards, and Early Childhood Professional Development Standards merge. Altogether, they are designed to ensure that many more children, from birth through age five, have access to dramatically improved early-learning programs, so that they enter school with the skills, knowledge, and dispositions they need to be successful. Through the use of a program improvement and quality rating system, early learning programs will increase their ability to focus on children's learning, improve their practice, and—as a result of that improvement in practice—improve each child's growth, development, and potential with kindergarten readiness in mind.



Table of Contents

<u>Preschool Program Participation Requirements</u>	p. 2
<u>FOCUS Essential Elements of Quality</u>	p. 3
<u>Essential Element I:</u>	p. 3
FOUNDATIONS OF QUALITY	p. 3
A. Full Participation of Each Child	p. 3
1. Family Engagement	p. 3
2. Inclusive Practices for Children with Diverse Abilities	p. 6
3. Culture and Language, Including the Support of Dual Language Learners	p. 9
4. Promoting Social Relationships	p. 11
B. Health, Safety, Nutrition, and Developmental Screenings	p. 14
C. Ratio and Group Size	p. 16
Professional Qualifications	p. 17
1. Preschool Administrator/Internal Consultants	p. 17
2. Educator	p. 18
<u>Essential Element II:</u>	p. 22
QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH DEVELOPMENT AND LEARNING	p. 22
A. Intentional Teaching: Authentic Observation Documentation and Curriculum-Planning Process	p. 22
B. Continuous Quality Improvement Process	p. 26
<u>References</u>	p. 29
<u>Appendix A</u>	p. 30





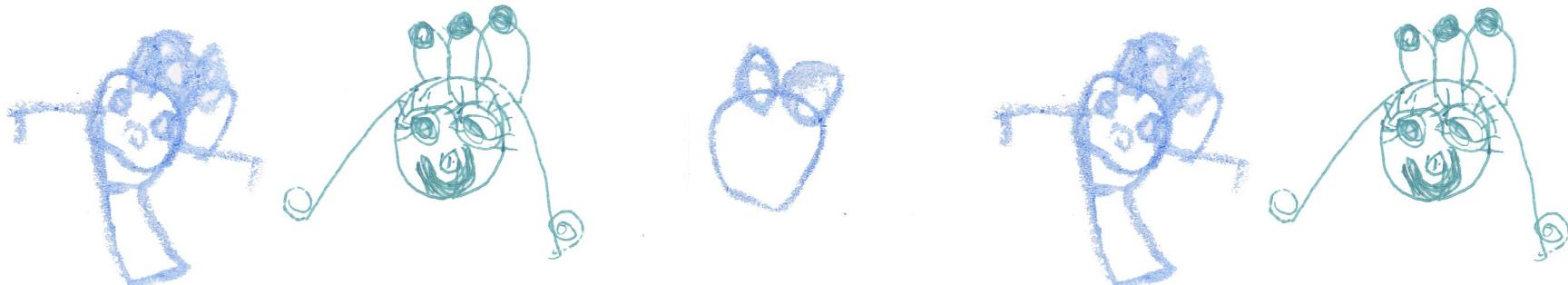
Preschool Program Participation Requirements

All New Mexico public education preschool programs (PreK, Special Education 619, and Title I) will participate in the FOCUS TQRIS. The Public Education Department's (PED's) expectation is that programs will continue to be in substantial compliance with the applicable state rules, standards, and federal regulations that govern the program, services provided, and fiscal responsibilities. Each classroom must provide a minimum of 450 clock hours of instructional time. PreK programs funded for Extended-Day services must provide 900 clock hours of instructional time. Meals and outdoor play are important learning opportunities and are counted as instructional time.

Participation in the FOCUS TQRIS requires engaging in a continuous quality improvement process that includes an action plan with specific goals to meet the 5 Star Criteria. Programs will have up to two years to meet the 5 Star Criteria.

Exemplary Practices Recognition

Preschool programs that provide evidence of meeting at least 70 points (70%) of the "Exemplary Practices" in a specific area of the Foundations of Quality-Full Participation of Each Child in addition to meeting the 5 Star Criteria will also be recognized as an "Exemplary Program" in that area.



FOCUS ESSENTIAL ELEMENT: FOUNDATIONS OF QUALITY

A. FULL PARTICIPATION OF EACH CHILD

1. Family Engagement

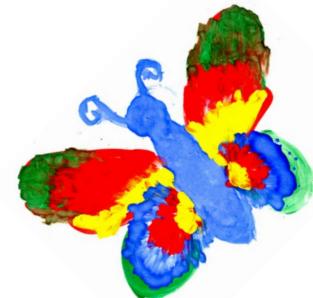
Definition: Family engagement is essential for enhancing children's learning and family well-being. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children's early childhood education programs (Halgunseth et al, 2009).

Rationale: Positive family-program connections have been linked to greater academic motivation, grade promotion, and socio-emotional skills across all young children, including those from diverse ethnic and socioeconomic backgrounds (Christenson, 2000; Mantzicopoulos, 2003; McWayne et al., 2004).

5 Star Criteria

Family-Centered Practices

1. The program and classrooms reflect a welcoming environment for families including:
 - a. Greeting families as they drop off/pick up children.
 - b. Displaying family and child photographs, with parental consent if required, throughout the classroom.
 - c. Ensuring that posters and signs are clear and in families' home languages.
2. The home visiting report, developmental screening, lesson plan, and family-teacher summary report all reflect collaboration with the family in decision-making related to their child's education.
3. The classroom and program staff offer a variety of opportunities for families to participate in classroom and program activities, and they encourage family members to share cultural heritage and practices, stories, activities, holiday celebrations, and languages spoken in the home in order to integrate these aspects into classroom activities.
4. Families participate in the annual program self-assessment as part of the Continuous Quality Improvement (CQI) process.
5. Program personnel make every effort to provide information in the home language of the family.



Family Capacity Building Practices

1. Program staff document 90 hours of family engagement that includes the following three required categories of activities:
 - a. Home visits. An annual home visit.
 - b. Conferences. Three family/teacher conferences annually.
 - c. Family engagement. A minimum of four family engagement activities/events that are shared with families in a calendar year.
2. Program administrators must develop a Family Preschool Handbook*. Every effort is made to provide the materials in the family's home language. The handbook must include information in the following eight categories:

5 Star Criteria—Family Engagement (Cont.)

a. *Family engagement approach.* A plan that describes/defines the program's family engagement approach and value for soliciting, documenting, and engaging families as an effective way to support each child's full potential.

b. *Admissions and enrollment policy.* Procedures for eligibility, recruitment, enrollment, and attendance to include the following:

- Methods by which families are informed of the availability of the preschool program
- Methods by which children are recruited
- Methods by which program personnel work with the local school district's Child Find policies and procedures
- The application process
- Selection criteria
- Priorities for enrollment
- How children are enrolled and dis-enrolled
- How children—who do not have existing individualized education programs (IEPs)—are screened and referred to Child Find
- A non-discrimination policy and a process for reporting concerns



c. **Curriculum and practices.** A description of the program's developmentally appropriate classroom practices and curriculum model, including implementation of the Authentic Observation Documentation Curriculum-Planning Process (AODCP).

d. **Transportation.** Procedures for transportation of children (if applicable).

Please note:

- Children with disabilities must be provided transportation the same way children without disabilities are provided transportation. A child with a disability cannot be denied transportation. Denial of services is considered a denial of free appropriate public education (FAPE).
- Transportation for children with disabilities can be considered a related service and part of the child's IEP. The IEP can specify specialized equipment such as ramps, lifts, etc.

e. **Screenings.** Procedures for developmental and health screenings, including the methods by which results are shared with families, the time frame within which results are provided to families, and the means by which follow-up occurs; information regarding all preschool services provided (including special education preschool services).

f. **Referrals.** Procedures for referring children with suspected developmental delays and/or disabilities to the district's Child Find services.

g. **Transition plans.** A detailed transition plan for supporting children moving into and out of the program and on to kindergarten. This is a general transition plan and does not replace the individual transition plan required for children who are transitioning from IDEA Part C (Early Intervention/Family Infant Toddler (FIT) Programs) to IDEA Part B (Preschool Special Education Programs).

h. **Food service.** Procedures for meals and snacks, including a statement that all food must be prepared by the district/school/program nutrition staff or food service contractor. Procedure must include how families inform school personnel and how school personnel are made knowledgeable about each child's special nutritional needs (allergies, medical) and physician requests for dietary restrictions.

*The Public Education Department (PED) Family Preschool Handbook can be completed as a section in the District or School Handbook. CYFD programs must have a handbook in place per child care licensing regulations that includes the components listed above.

Exemplary Practices—Family Engagement

1. Families complete an evaluation at the end of each family engagement activity. Program staff compile results and incorporate the data into their CQI plan. (10 pts)
2. Program staff hold a minimum of six family engagement activities annually, with at least three of those activities based on family input/recommendations for topics. (10 pts)
3. Program personnel implement a systematic plan to engage fathers/male family members as active participants in the child's education. (15 pts)
4. Program personnel implement and staff a family resource center that
 - houses a lending library of resources for parenting and typical/atypical child development;
 - offers family learning activities and games; and
 - provides access to a computer with internet capabilities. (25 pts)
5. Program staff provide resources to assist families to document their child's growth and development in the natural routines and activities in the home. (10 pts)
6. Program personnel provide a community resource guide to connect families with local services and supports. (5 pts)
7. Program staff offer family supports (financial literacy, nutrition, parenting, literacy, language classes, and fatherhood/male caregiver initiatives) that are
 - Flexible;
 - Culturally and linguistically relevant; and
 - Responsive to family-identified preferences and styles. (25 pts)



2. Inclusive Practices for Children with Diverse Abilities¹

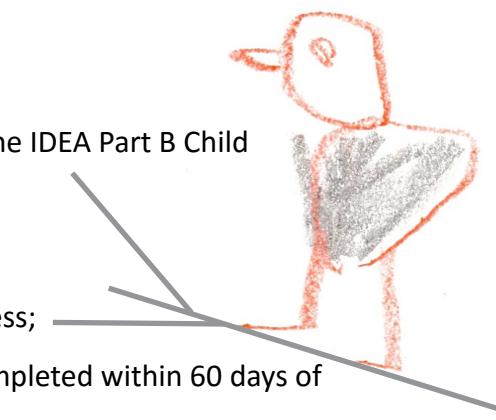
Definition: Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (DEC/NAEYC, 2009). The concept of least restrictive environment (LRE) is honored. To the maximum extent appropriate, children with disabilities—including children in public or private institutions or other care facilities—are educated with same-aged peers without disabilities or developmental delays. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or the severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (US DOE IDEA Part B).

Rationale: Children with disabilities should experience the same quality, preschool classroom program as typically developing children (Bailey et al., 1998); become members of the classroom community through participation in class activities (Schwartz, 1996); and develop positive social relationships with class members and teachers (Guralnick, 1999; Storey, 1993).

5 Star Criteria

Identification, Access, And Support

1. There is a written plan in the Family Preschool Handbook that describes how the program identifies and serves children with, or suspected of having, a developmental delay and/or disability. The seven categories of the plan include:
 - a. Policies to ensure that children of all abilities have access to the program and are supported, so they are able to participate. The eligibility, recruitment, selection, enrollment, and attendance plan includes strategies for recruiting and placement of children with developmental delays and/or disabilities—including children entering the program from an IDEA Part C program—into classrooms with same age peers without developmental delays or disabilities;
 - b. Developmental screenings that occur within the first three months of attendance—which are not required for children who have been identified for services under an IDEA Part B program and have an IEP, because they have already received a developmental screening.
 - Children with disabilities who received services under IDEA Part C must be referred for a Part B evaluation.
 - An IEP must be in place by the child's third birthday.
 - While IDEA Part C information should be considered as part of the evaluation for Part B, it cannot be used solely to determine eligibility for Part B;
 - c. Participation in Child Find activities with local IDEA Part C and Part B Programs;
 - d. How program staff, with parental written consent and prior written notice, refer and connect families to the IDEA Part B Child Find Program in the local school district when
 - The child scores as a referral on the developmental screening; and/or
 - The family or teacher has concerns regarding a child's development;
 - e. The means by which program staff assist and support the child and family throughout the Child Find process;
 - f. The means by which **PED (only) program staff** ensure that the initial evaluation for special education is completed within 60 days of parental consent in accordance with 34 CFR § 300.301; and



¹ This section relies for its information primarily on US DOH and US DOE (2015).

- g. How program staff—and particularly the classroom teacher—support the achievement of goals in the child's IEP through classroom activities and learning centers.

5 Star Criteria—Inclusive Practices for Children with Diverse Abilities (Cont.)

Provision Of Inclusive Settings

1. As part of the CQI plan, program staff engage in a self-assessment regarding the program's support of inclusive practices.
2. Preschool program classroom personnel provide general education inclusive settings for children with developmental delays and/or disabilities, based on the federal Individuals with Disabilities Education Act (IDEA).
3. Based on the child's need for services, he/she could be enrolled in more than one early care and education setting. Options could include a combination of private/nonprofit and public school special education preschool programs. However, a child may not be enrolled in two NM PreK programs concurrently.
4. Children with special/behavioral needs must not be dismissed (i.e., dis-enrolled, suspended, or expelled) from the preschool program solely because of their special/behavioral needs unless the child is evaluated by the district's multidisciplinary team personnel, and an IEP is developed or amended to specify placement in another setting. Children with disabilities that are suspended for 10 cumulative days must have a manifestation determination in accordance with 34 CFR § 00.500(e). Removal for greater than 10 days is considered a change of placement, and the child is still entitled to FAPE.
5. If so indicated in a child's IEP, preschool program personnel must modify the indoor and outdoor physical and learning environments (soliciting support from facilities/maintenance department) to accommodate the needs of children with disabilities and developmental delays, with supports from appropriate service providers.
6. The adult-to-child ratio and/or the group size may need to be reduced depending on the group of children served and the nature and severity of the children with delays and/or disabilities.

Participation

1. With written parental consent, the child's early care and education providers—including those from private/non-profit settings—are active partners in the IEP process—including placement, coordination of services, goal-setting, and consultation with early care and education provider.
2. In collaboration and consultation with the Part C/Part B service providers, educators develop and integrate IEP goals and objectives into the daily schedule, classroom, and lesson planning.
3. Therapists, to the maximum extent possible, provide therapies in the natural environment and incorporate same-age peers without an IEP in the activities, as long as the students with disabilities receive their services as written on their IEPs and are not denied FAPE.

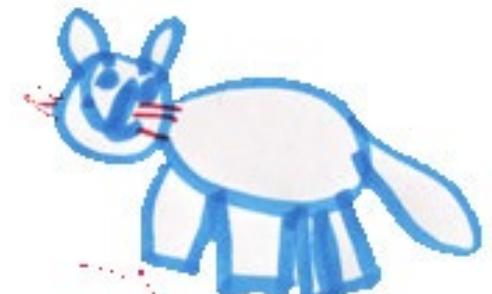
Transition From IDEA Part C To IDEA Part B

With parental written consent, the school district engages the child's early care and education providers—including those from private/non-profit settings—to actively participate/support the child's IEP process, early childhood outcomes process, and the individual transition in/out plan as required by IDEA.



Exemplary Practices—Inclusive Practices for Children with Diverse Abilities

1. Programs use the results of the Quality Inclusive Practices Checklist to develop a timeline to ensure progress toward more inclusive settings. The program provides evidence of working towards natural proportions (the inclusion of children with disabilities in proportion to their presence in the general population) of children with and without IEPs in the same classroom.
 - 60% of children in the classroom do not have IEPs. (5 pts)
 - 70% of children in the classroom do not have IEPs. (10 pts)
 - 80% of children in the classroom do not have IEPs. (15 pts)
2. Preschool program staff—including district special education staff; general education staff, which includes private child care and Head Start staff; families; and ancillary service provider(s)—have at least quarterly, regularly scheduled meeting times to review progress and update or revise strategies and modifications needed to support the ongoing, full participation of each child in activities and daily routines. (10 pts)
3. The program provides documentation of systematic, ongoing staff training in areas of developmental delays and disabilities, including positive behavior supports. (10 pts)
4. At least 50% of teachers hold BOTH an Early Childhood license and the Highly Qualified Special Education PreK–12 license. (10 points)
5. The school district and the private childcare/Head Start have mutually entered into a Memorandum of Understanding (MOU) to provide special education services in the private/Head Start setting in compliance with IDEA according to 34 CFR § 300.114-117. (10 pts)
6. As a first option, special education services are embedded in everyday routines, as opposed to working with children in separate settings or pulling children out of their setting for specialized instruction. Same-age, non-identified peers are included in instructional opportunities. (10 pts)
7. Program procedures have clearly demonstrated re-allocation or braiding of funds to support increased access to inclusive settings that meet the individualized learning and developmental needs of children with disabilities. (10 pts)
8. Program staff implement quality IEPs. (25 pts)
 - 80% of teachers and administrators have completed Developing Quality IEPs Part 1: Using the New Mexico Early Learning Guidelines training.
 - 80% of teachers and administrators have completed Developing Quality IEPs, Part 2.
 - IEP goals for the early childhood outcomes (ECO) categories of positive social relationships, acquires and uses knowledge, and takes appropriate actions to meet needs are derived from the New Mexico Early Learning Guidelines.
 - If a child is not placed in the general education setting (S1), the IEP documents evidence that
 - o S1 was tried and assessment showed regression; and
 - o Practices were adjusted within S1 and assessed prior to considering another placement.



3. Culture and Language Including the Support of Dual Language Learners

Definition: Culture refers to the thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group (National Center for Cultural Competence, Georgetown University). Dual language learners (DLLs) are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language (Head Start Early Childhood Learning and Knowledge Center).

Rationale: Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. (State of New Mexico, Children Youth and Families Department, 2010). In particular, children whose home language is other than English have many similarities to many other children. Yet, their development may also be different in many ways. Information about how to support DLLs is essential for teachers to understand and incorporate strategies into the curriculum so that they can provide the best learning opportunities and best ensure their DLL's future success in school and in life. Through their home language and culture, families share a sense of identity and belonging (McCabe et al, 2013).

5 Star Criteria



Culture And Language

1. The program and classroom environment and materials reflect the culture, language, identity, and reality of the children, families, and communities served.
2. The program administration makes every effort to recruit staff who reflect the cultures and languages of families served.
3. A process is in place to ensure translators and interpreters participate in IEP and other meetings, including family/teacher conferences and home visits.

Supporting Dual Language Learners

1. Print-rich labeling is visible and represents the children's (written) home languages.
2. Educators implement strategies that reflect their understanding of the stages of second-language acquisition by planning activities, materials, and experiences that support each stage.
3. Educators implement strategies that foster the relationships of children who speak languages other than English with English-speaking children.
4. Educators promote children's home language while supporting English language development.
5. **CYFD requirement only:** Families who speak languages other than English are involved in developing policies and procedures related to DLLs and participate in the CQI process.

Exemplary Practices—Culture and Language Including the Support of Dual Language Learners

1. Program administration provides systematic professional development for staff in teaching strategies to support DLLs in both home and English language development. (15 pts)
2. At least 50% of program teachers have completed requirements for Teachers of English to Speakers of Other Languages (TESOL) or bilingual endorsements. (20 pts)
3. The program provides a clear and intentional plan to support children's home and English language development at school and at home. This plan includes partnering with families to expose children to new concepts and activities (e.g., new books) in their native language at home, so they have time to familiarize themselves with the new information prior to its introduction in the early learning program in English. (25 pts)
4. The program provides evidence that recruitment efforts are targeted to families who may be unfamiliar/unaware of public preschool programs and systems as a result of cultural and linguistic barriers and that families are supported through the enrollment process. (10 pts)
5. Program procedures ensure that the Community Resource Guide (Family Engagement Criteria) is translated and includes specific resources and supports for families who speak a home language other than English. (10 pts)
6. Program procedures ensure support for language revitalization, maintenance, and preservation efforts in tribal communities by providing opportunities outside of program hours for tribally-designated experts to
 - Conduct language classes and activities for families;
 - Translate learning materials;
 - Facilitate family engagement activities; and
 - Teach traditional crafts incorporating the native language. (20 pts)



4. Promoting Social-Emotional Development

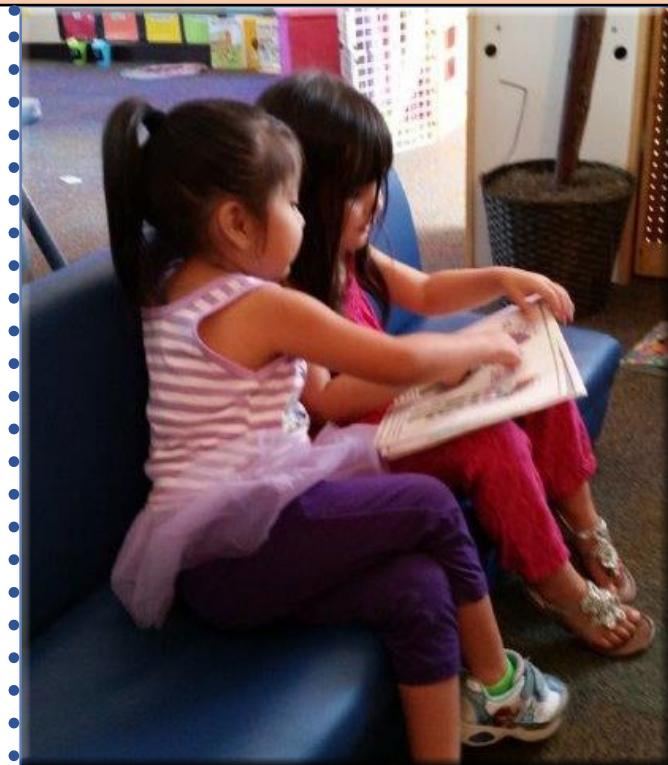
Definition: Social skills that have been identified as essential for school success include the following eight abilities: getting along with others, following directions, identifying and regulating one's emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other's behaviors and emotions, and feeling good about oneself and others (Fox & Smith, 2007). New Mexico has implemented the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Framework as a guide for supporting children's social-emotional development.

Rationale: Research has established a compelling link between social emotional development and school success (Raver, 2002; Smith, 2006). There is a growing body of research that indicates how social emotional competence and challenging behavior can be effectively addressed within early childhood programs (e.g., Domitrovich, Moore, & Greenberg, 2012; Dunlap & Fox, 2014; National Research Council and Institute of Medicine, 2009). Researchers recommend that programs implement a multi-tiered system of supports that includes universal promotion of children's social emotional competence, prevention supports for children at-risk of social emotional delays and challenging behavior, and the delivery of effective intervention for children who have persistent challenging behavior. The evidence-based components that should be included within programs are: high-quality, early learning environments and teaching practices and a focus on family engagement, support, and collaboration (Pyramid Model Consortium, CSEFEL).

5 Star Criteria

Building Positive Relationships:

1. The classroom staff demonstrate positive interactions and guidance with children to
 - a. Develop their self-esteem by
 - Actively listening with children;
 - Refraining from judgmental statements;
 - Responding to children's ideas;
 - Recognizing children's efforts;
 - Using proper name and verbally interacting with each child;
 - Engaging in interactions that are supportive; and
 - Interacting with children at their eye level.
 - b. Encourage autonomy by
 - Providing children with opportunities to make choices;
 - Allowing children time to respond and complete tasks independently;
 - Creating opportunities for decision making, problem solving, and working together; and
 - Teaching children strategies for self-regulating and/or self-monitoring behaviors.
 - c. Promote children's individualized emotional regulation and executive function by
 - Helping children recognize emotional cues; and
 - Helping children identify appropriate choices and solve problems.



5 Star Criteria—Promoting Social-Emotional Development (Cont.)

Implementing Preventative Practices

1. Program staff is responsible for screening for early detection of children at risk for developmental delay and/or disability. Prior to the third month of attendance, preschool program staff must assess each child with a developmental screening instrument that includes a social-emotional component. Program staff should additionally ensure that—if a screening has taken place within the last 12 months, and the documentation is available to the preschool program—a child is not rescreened.
 - Preschool program staff must inform families of screening and observational assessment results no later than the next scheduled family-teacher conference.
 - Program staff provide evidence of follow-up on the developmental screening tool including, if necessary, referrals for further evaluation.
2. Preschool program personnel are knowledgeable about the indicators of stress in young children.
3. The learning environment and schedule support children’s interests and developmental levels and includes a balance of large-and small-group activities.

Addressing Concerning Behaviors²

Research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes. No child can be dismissed (i.e., dis-enrolled, suspended, expelled) from the preschool program. Instead, Child Find screenings shall serve as interventions for children that are not identified and do not have an IEP. A functional behavior assessment (FBA) will be conducted and, if warranted, a behavior intervention plan (BIP) will both be developed in such a way as to

1. Solicit input from the family;
2. Provide written consent and prior written notice to the parent if the FBA is going to be a part of the evaluation for special education;
3. Organize the environment, interactions, and curriculum to minimize the likelihood of challenging behaviors;
4. Make a referral to Child Find if concerning behaviors persist;
5. Have the child evaluated by the district’s multidisciplinary team; and
6. Include, as part of the evaluation, information and documents from the child’s Student Assistance Team (SAT).

For children who are identified or who already have an IEP, the IEP team determines a need for an FBA, and the appropriate school district personnel complete the FBA and develop the BIP.

All staff who provide services to the child will implement the behavior improvement plan.



² The US Department of Health and Human Services and the US Department of Education are the resource for this list regarding the appropriate response to behavioral concerns.

Exemplary Practices—Promoting Social-Emotional Development

1. The Family Resource Library houses family supports for positive behaviors in the home environment, including the New Mexico Pyramid Framework. (10 pts)
2. The program staff completes the inventory of practices for promoting social-emotional competence and uses the results for CQI. (15 pts)
3. The program staff demonstrate ongoing utilization of strategies from the New Mexico Pyramid Framework. (20 pts)
4. The program staff creates ongoing communities of practice, utilizing members of the master cadre and other Pyramid trainers who deepen staff's knowledge and ability to implement the New Mexico Pyramid Framework. These groups also contribute time and resources to provide the classroom materials required to fully implement the New Mexico Pyramid Framework. (30 pts)
5. The program extends the New Mexico Pyramid Framework by providing ongoing training for families. This can include offering the Circle of Security training. (25 pts)



B. HEALTH PROMOTION AND DEVELOPMENTAL SCREENINGS

5 Star Criteria



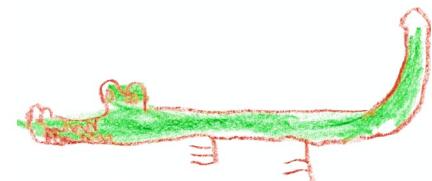
1. Each child must have an up-to-date immunization record or a public health division-approved exemption from the requirement on file (see definitions below), per child care licensing or school district requirements. Any minor child, through his/her parent or guardian, may file with the health authority—charged with the duty of enforcing the immunization laws—the following requests for exemptions from immunizations:
 - a. A certificate of a duly licensed physician stating that the physical condition of the child is such that immunization would seriously endanger the life or health of the child.
 - b. Affidavits or written affirmation from an officer of a recognized religious denomination that such child's parents or guardians are bona fide members of a denomination whose religious teaching requires reliance upon prayer or spiritual means alone for healing.
 - c. Affidavits or written affirmation from his/her parent or legal guardian that his/her religious beliefs, held either individually or jointly with others, do not permit the administration of vaccine or other immunizing agent. "Within sixty (60) days of receipt of a request for exemption from immunization, the director of the public health division or the designee shall review the request to determine whether the certificate has been duly completed." (NMAC 7.5.3.)

2. Each child must receive the following health screenings by a school health care professional or private provider prior to the beginning of the program or within the first month of attendance.

- Well child screening
- Hearing screening
- Vision screening
- Dental screening

3. Developmental screenings that include a social-emotional component must be conducted for each child within the first three months of attendance. Program staff monitor for early detection of children at risk for developmental delays, who must have assessments and other evaluation materials used to assess the student. These materials are administered in the child's native language or other appropriate mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally—unless it is not feasible to so provide or administer, 34 CFR § 300.304(c) (1)(ii). Families are included in the screening process and informed of the results no later than the next scheduled family-teacher conference. Appropriate referrals and services to address all identified concerns are made available.

4. Appropriate referrals and follow-up services are made available to address all identified concerns.



5 Star Criteria—Health Promotion and Developmental Screenings (Cont.)



Meals

All personnel must be knowledgeable about each child's special nutritional needs (their allergies, medical conditions) and physician requests for dietary restrictions. Family-style dining takes place in the classroom. The program ensures that family-style dining is in compliance with United States Department of Agriculture (USDA) requirements.

All PED preschool programs must participate in the USDA School Lunch Program and must organize their schedule to meet the following:

- Programs funded for 450 hours must provide at least one meal per day that meets USDA requirements.
- Full-Day or PreK Extended-Day (900 hours) programs must provide at least two meals per day, both meeting USDA requirements.
- Programs have a policy in place to strictly adhere to the USDA guidelines for snacks, and all snacks are provided by the program.
- Families of preschool children must complete the same forms for meal reimbursement as required of other students in the school, unless students are directly certified or categorically eligible to participate in the program.

All CYFD NM PreK programs must provide

- At least one meal for children in the 450-hour program (either breakfast or lunch) that meet USDA requirements per session; and
- Two meals for children in the 900-hour program that meet USDA requirements per session.
- Participate in the Child and Adult Care Food Program (CACFP);
- Meet food program guidelines;
- Provide meals to New Mexico PreK children at no cost to the parents, regardless of income eligibility for the food program; and
- Take responsibility for the cost for food that is above and beyond reimbursement by CACFP.



C. RATIOS AND GROUP SIZE

5 Star Criteria

Staff: Child Ratios & Group Size

Preschool program adult-child ratio for **four-year olds** must be no greater than 1:10, with one lead teacher and one educational assistant if the group size is 11 or more. Four-year old group size may never exceed 20 children.

Preschool adult-child ratios for **three-year olds** must be no greater than 1:8, with one lead teacher and one educational assistant if the group size is nine or more. Three-year old group size may never exceed 16 children.

If the classroom has a mixed age group of children, the ratio is determined based on the age of the youngest child in the group.

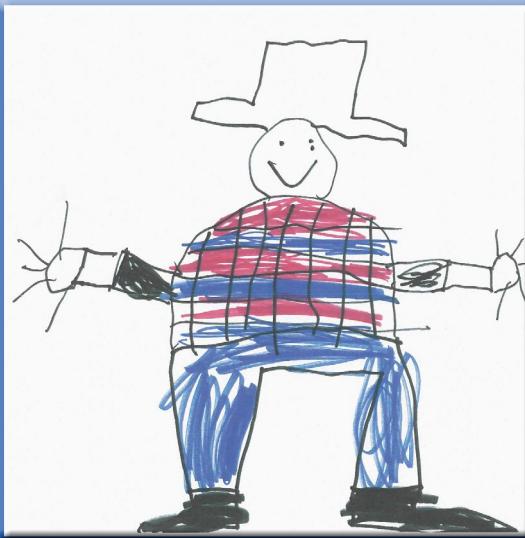
Special Education: Caseload ratios cannot be greater than 1:4 for center-based programs, in accordance with Subsection H of 6.30.2.10g of the NMAC. When moving toward regular inclusive classrooms, these classrooms will maintain ratios of one teacher and one or two educational assistants, with at least 10—and up to 14—children without an IEP, and with no more than 4 to 6 children with an IEP, as determined by the child's IEP.

Students with disabilities have a right to FAPE in the LRE in accordance with 34 CFR §§ 300.114-300.115. The LRE decision is made in accordance with 34 CFR § 300.116, and placement is made by a group of individuals that includes the child's parent(s).

PROFESSIONAL QUALIFICATIONS—FOR PED PROGRAMS

Preschool Administrators/Internal PreK Consultants

5 Star Criteria



Credentials

Preschool program administrators and internal consultants must hold one of the following four licenses: the New Mexico Education Administration, PreK-12 License; the New Mexico Early Childhood Teacher License: Birth through Third Grade; the New Mexico Early Childhood Teacher License: Age Three through Grade Three; or the New Mexico Special Education License PreK–12.

Training

Preschool administrators and internal consultants must have successfully completed

1. The web-based PED FOCUS Leadership Academy, which includes:
 - Intentional Teaching Overview
 - New Mexico Pyramid Framework Overview
 - The Full Participation of Each Child Overview;
2. The Early Childhood Environment Rating Scales (ECERS)-3 online training with evidence of successful completion; and
3. Language Essentials for Teachers of Reading and Spelling (LETRS)—Early Childhood, which must be completed **within two years** of hire or two years from the start of FOCUS implementation.

Note for internal consultants only: Two additional trainings, LETRS Training of Trainers and Deepening Your Practice: Using LETRS-EC Strategies in Coaching and Consultation must be completed by consultants.



PROFESSIONAL QUALIFICATIONS—FOR PED PROGRAMS

Teachers and Educational Assistants

5 Star Criteria

Credentials

PreK/Title 1 Preschool Teachers:

In each preschool classroom, the teacher must have either the New Mexico Early Childhood Teacher License: Birth through Third Grade or The New Mexico Early Childhood Teacher License: PreK through Grade Three.

If the teacher does not hold one of these early childhood teacher licenses, but does hold a K–8 Elementary license and/or a Special Education PreK–12 license, he/she must provide evidence of successful completion of

1. The early childhood alternative licensure program (coursework, Online Portfolio Alternative License (OPAL), or NM TEACH Summative Evaluation route) **within two years** of hire or implementation of FOCUS; OR
2. A minimum of **twelve college credits annually** toward a master's degree leading to one of the two early childhood licenses; OR
3. National Board Certification in early childhood education.

Every preschool classroom must be staffed at all times by a licensed teacher.



Special Education Preschool Teachers:

Teachers must be highly qualified in accordance with 34 CFR § 300.18 and as indicated in STARS.

Educational Assistants, Non-Special Education:

Educational assistants (EAs) in each preschool classroom must have an associate's degree (AA) in Early Childhood Education and hold an Educational Assistant License from the PED. Any EA who does not currently possess an AA in Early Childhood Education must provide evidence of successful completion of a minimum of **six college credit hours towards the degree annually**.

Preschool teachers and educational assistants all must have a current professional development plan (PDP) with specific professional goals and timelines related to the current FOCUS criteria. If applicable, PDPs must include specific coursework that is entered into the appropriate database upon successful course completion. Timelines follow the established PED teacher evaluation process.

Educational Assistants, Special Education:

Non-instructional EAs must meet requirements for non-instructional EAs under 6.63.9 of the NMAC.

Note: Non-instructional special education EAs are not reflected in adult-child ratios.

Planning Time/Release Time For Consultation

Preschool program personnel benefits must include time for planning (at least two hours per week), daily classroom preparation, and any additional release time—in compliance with teacher union contract, if applicable.

Release time must include a minimum of 30 minutes to debrief following each PreK/FOCUS consultation visit.



5 Star Criteria—PROFESSIONAL QUALIFICATIONS—FOR PED PROGRAMS, Teachers and Educational Assistants (Cont.)

Training

Preschool teachers and EAs, including approved long-term substitutes, must attend all five required FOCUS trainings as follows:

1. Intentional Teaching: New Mexico's Authentic Observation Documentation and Curriculum-Planning Process Utilizing the New Mexico Early Learning Guidelines (the equivalent of the NM PreK New Teacher Training), which must be completed **within six months** of hire or from start of FOCUS implementation.
2. ECERS-3 online training with evidence of successful completion, which must be completed **within six months** of hire or six months from start of FOCUS implementation.
3. The Full Participation of Each Child, which must be completed **within two years** of hire or two years from start of FOCUS implementation.
4. New Mexico Pyramid Framework, which must be completed **within two years** of hire or two years from the start of FOCUS implementation.
5. Language Essentials for Teachers of Reading and Spelling (LETRS)—Early Childhood Training must be completed **within two years** of hire or two years from the start of FOCUS Implementation (for licensed teachers only).



PROFESSIONAL QUALIFICATIONS—FOR CYFD PROGRAMS

Preschool Administrators

5 Star Criteria

Training

Administrators must attend all six required FOCUS trainings as follows:

1. **Annual** participation in the FOCUS Leadership Academy.
2. Intentional Teaching: New Mexico's Authentic Observation Documentation and Curriculum-Planning Process utilizing the New Mexico Early Learning Guidelines (The equivalent to the NM PreK New Teacher Training).
3. Powerful and Productive Learning Environments that Promote Quality.
4. The Full Participation of Each Child must be completed **within two years** of hire or two years from start of FOCUS.
5. New Mexico Pyramid Framework must be completed **within two years** of hire or two years from the start of FOCUS implementation.
6. Early literacy training as defined by the CYFD.



PROFESSIONAL QUALIFICATIONS—FOR CYFD PROGRAMS

Teachers and Educational Assistants

5 Star Criteria

Lead Teachers:

- Each CYFD funded preschool program classroom must have a lead teacher licensed in one of the following three ways: a New Mexico Early Childhood Teacher License: Birth–Grade 3; a New Mexico Early Childhood Teacher License, Birth–PreK; or a New Mexico Early Childhood Teacher License, PreK–Grade 3. If the lead teacher does not hold one of these early childhood teacher licenses, he/she must annually successfully complete **six credit-bearing college course hours** toward a bachelor's degree in early childhood education, which may qualify him/her for one of the three licenses listed above.

Educational Assistants (EAs):

- Each CYFD–funded preschool program classroom with an adult-child ratio greater than 1:10 must have an EA with an AA in Early Childhood Education. Any EA who does not currently possess an AA in Early Childhood Education must provide evidence of completion of a minimum of **six college credit hours** towards the degree annually.

Training

Preschool teachers and EAs, including approved long-term substitutes, must attend all four required FOCUS trainings as follows:

1. Intentional Teaching New Mexico's Authentic Observation Documentation and Curriculum-Planning Process utilizing the New Mexico Early Learning Guidelines (The equivalent to the NM PreK New Teacher Training).
2. Powerful and Productive Learning Environments that Promote Quality—Using an approved tool for self-assessment (**year 1**) and at least once **every three years thereafter** (in person or online).
3. The Full Participation of Each Child must be completed **within two years** of hire or two years from start of FOCUS.
4. New Mexico Pyramid Framework must be completed **within two years** of hire or two years from the start of FOCUS implementation.

Planning Time/Release Time For Consultation

Preschool program personnel benefits must include time for planning (at least two hours per week), daily classroom preparation, and any additional release time in compliance with teacher union contract, if applicable.

Release time must include a minimum of 30 minutes to debrief following each PreK/FOCUS consultation visit.



FOCUS ESSENTIAL ELEMENTS OF QUALITY II:

QUALITY PRACTICES THAT SUPPORT CHILDREN'S GROWTH, DEVELOPMENT, AND LEARNING

5 Star Criteria



ECERS—The Early Childhood Environment Rating Scales

Preschool teachers will conduct a classroom self-assessment using one of the **approved tools** listed below and, in collaboration with their consultant and administrator, use the results to inform their CQI planning efforts.

CYFD approved tools:

- ECERS-R
- ECERS-3
- CLASS

PED approved tool:

- ECERS-3 (exclusive)

PED preschool programs must achieve an average total score of 5.0 on the ECERS-3. If a program does not achieve a 5.0, the classroom CQI plan must contain at least one goal related to the ECERS-3.



Effective Early Literacy Instruction

Teachers incorporate effective early literacy instruction, which includes the following:

1. Daily phonological awareness activities (i.e., songs, finger play, rhyming, beginning sounds).
2. Oral language and vocabulary activities.
3. Alphabet knowledge activities.
4. Concepts of print activities.
5. Daily read alouds that incorporate comprehension strategies.
6. Individual and small group (2–4 children) read alouds, ensuring that each child is read to, at least once-weekly in 450-hour programs and twice-weekly in 900-hour programs.
7. Large group reading activities.
8. Opportunities for developmentally appropriate writing activities.

Lesson Plans

Teachers use information from multiple sources, such as assessment data, on-going child observations, children's interests, family input, and IEP/ECO—early childhood outcome—goals to create weekly lesson plans using the approved New Mexico Preschool (PreK) lesson plan form.

Note: PED programs must use the PED PreK/FOCUS electronic form.

1. Every Monday or first day of the program week, the first two pages of lesson plans will be posted in the classroom for families. The third page will be accessible to the teacher, consultant, administrator, and EA only.
2. Teachers may use the webbing from the New Mexico Early Childhood Guide for Inclusion, pg. 36 as the fourth page of the lesson plan to assist with incorporating strategies/modifications/accommodations to meet the needs of individual students. This page must be accessible to teacher, consultant, administrator, and EA only <http://cdd.unm.edu/ecln/PSN/common/pdfs/Inclusion%20Guide%20April%201.pdf>.
3. Lesson plans will be archived in a binder for review for the entire school year.
4. Educators must have weekly planning time (a minimum of two hours) to review child assessment information and for curriculum planning.



Assessment

Preschool teachers and EAs must provide evidence of implementation of classroom-based services with fidelity to New Mexico's Authentic Observation Documentation Curriculum-Planning Process (AODCP), utilizing the New Mexico Early Learning Guidelines (ELG)* Birth through Grade One, available at www.NewMexicoPreK.org. This evidence includes the following:

1. Documented use of the New Mexico Preschool (PreK) Observational Assessment Tool for ongoing assessment of children's progress and as a primary source of information for individualized lesson planning. Assessment results should be used by the interdisciplinary team, which includes family members, to develop the child's IEP.
2. Documented use of the New Mexico Preschool (PreK) lesson plan form, which may include the modification form from the New Mexico Early Childhood Guide for Inclusion as a fourth page.
3. Documented use of Family-Teacher Summary Reports for each of the three family-teacher conferences (For children with an IEP, the IEP meeting may suffice for one family-teacher conference and Family-Teacher Summary Report).

*The ELG align with Common Core State Standards and are approved by the Office of Special Education Programs to be used for ECO reporting.

In preschool programs, the child observational assessment process includes the following tools:

1. The NM quick-look recording sheets and report data for 16 essential indicators (EIs)—for each child

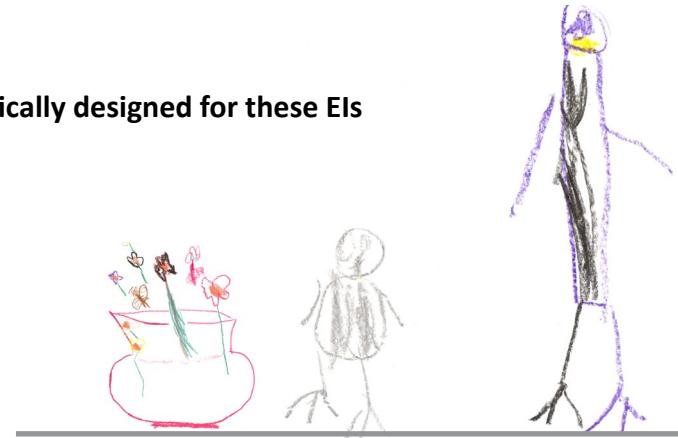
EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION
1.1	Exhibits body coordination and strength	5.1	Listens with understanding	7.4	Understands print concepts	14.3	Makes predictions
1.2	Exhibits balance and spatial awareness	5.3a	Recognizes rhyming sounds	9.2	Uses numbers and counting	19.1	Cares for personal and group possessions
2.2a	Coordinates eye-hand movements/manipulatives	5.3b	Knows and applies letter-sound correspondence	10.1	Recognizes shapes	23.2	Shows interest in learning new things
2.2b	Coordinates eye-hand movements/self-help	7.1	Shows interest in books	12.1	Sorts and classifies	24.2	Develops independence

2. Collect samples of children's creative work

- EI 13.1 (Communicates through creative activities)

3. Complete portfolio documentation for 4 EIs using the NM Portfolio Collection Forms specifically designed for these EIs

EI	DESCRIPTION	EI	DESCRIPTION
7.2	Comprehension of stories read aloud	11.3	Measurement
8.3	Early Stages of writing	14.1	Uses senses to observe and explore



4. Embed in portfolio documentation

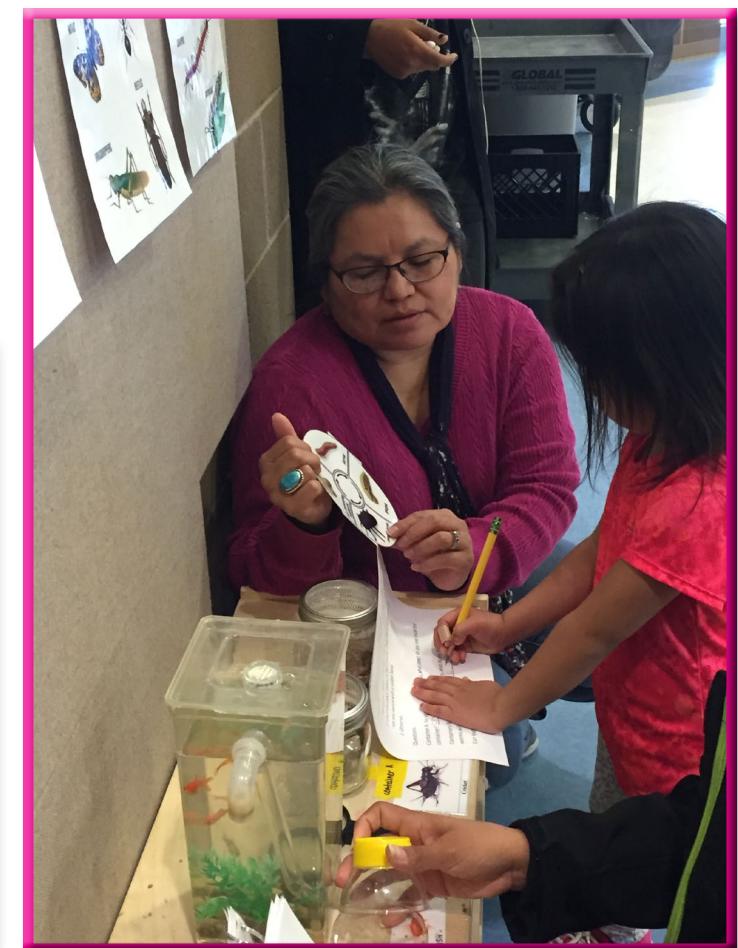
EI	DESCRIPTION	EI	DESCRIPTION	EI	DESCRIPTION
6.1	Converses in home language	20.1	Plays with others	25.3	Role plays
17.4	Expresses cultural influences	20.2	Problem solving	27.1	Focuses and completes task

Special education preschool programs use ELG to develop IEP goals and for ECO reporting. (See ELG-ECO Crosswalk, Appendix A)

Assessment Reporting

1. NM PreK and Title 1 preschool teachers and EAs must complete three child observational assessments and report data
 - Within 45 calendar days of enrollment;
 - For Extended-Day (900-hour) programs, by the first Friday in February (includes portfolio forms);
 - For 450-hour **PED programs only**—by the first Friday in February (do not need to complete portfolio forms); and
 - Within two weeks prior to the last day of the child’s attendance.
2. Preschool special education teachers, in collaboration with related service providers, must complete three child observational assessments and report the data
 - Within the first 30 days that the child enters the program, conduct the first Preschool Observational Assessment for ECO reporting;
 - In the portfolio forms before the 45th day;
 - From the midyear assessment by the first Friday in February (does not include portfolio forms);
for children in 450-hour programs; and
 - From the third assessment within two weeks prior to the last day of the child’s attendance.
3. After each designated reporting period, teachers must enter rubric ratings from completed NM Preschool Child Observational Assessments into the appropriate database.

Program and classroom staff must develop CQI goals based on child assessment results.



CONTINUOUS QUALITY IMPROVEMENT PROCESS FOR PED PROGRAMS

5 Star Criteria

ALL programs must engage in a Continuous Quality Improvement (CQI) Process that includes the Plan-Do-Study-Act cycle with a focus on setting goals and monitoring their achievement.

PLAN

A CQI plan must be developed at the districts/school level that includes a minimum of two goals, using two or more of the following six options:

- | | | |
|--------------------------------------|------------------------------|---|
| 1. Environmental Rating Scales (ERS) | 3. LETRS-EC Strategies | 5. Inclusive Practices Self-Assessment |
| 2. New Mexico Pyramid Framework | 4. Child Outcomes Assessment | 6. A Family Survey (see the PED FOCUS addendum) |

This plan is documented using the NM Preschool CQI Planning Template, which includes specifications for how the administrator will measure success in that classroom.

A CQI plan must also be developed at the individual classroom level that includes at least one goal to improve instructional practices using one or more of the same six options as above:

- | | | |
|--------------------------------------|------------------------------|---|
| 1. Environmental Rating Scales (ERS) | 3. LETRS-EC Strategies | 5. Inclusive Practices Self-Assessment |
| 2. New Mexico Pyramid Framework | 4. Child Outcomes Assessment | 6. A Family Survey (see the PED FOCUS addendum) |

This plan will also be documented using the NM Preschool CQI Planning Template, which includes specifications for how the teacher and administrator will measure success in that classroom.

DO

District and school personnel implement a plan that aligns with their goal(s), and they meet regularly as a team to reflect, track, and document action plan progress using a quarterly report template.

Individual classroom educators implement a plan that aligns with their goal(s) and meet regularly with their administrator to reflect, track, and document action plan progress using a quarterly report template.

STUDY

On an annual basis, CQI and/or Professional Learning Community teams meet with their consultant/and or administrator to examine and reflect on progress and results, review data, and identify what has been successful and what needs improving.

ACT

Program staff integrate successful practices and consider revisions, modifications, and additions to the plan in order to make course corrections as needed.



CONTINUOUS QUALITY IMPROVEMENT PROCESS FOR CYFD PROGRAMS

5 Star Criteria

ALL program personnel must engage in a Continuous Quality Improvement (CQI) Process that includes the Plan-Do-Study-Act cycle with a focus on setting goals for quality education and monitoring their achievement.

PLAN

The program's mission, philosophy, and curriculum statements are aligned with the Guiding Principles for the Full Participation of Young Children, which is documented in the Family Handbook. Staff, families, and the larger community are involved in self-assessment, utilizing at least two recommended tools (ECERS, CLASS, PASS, etc.) for all areas of quality.

The Nine Essential Elements Of Program Quality

- | | | |
|---|--------------------------------|--|
| 1. Authentic Observation Documentation and Curriculum-Planning | 4. Environments | 7. Program Administration and Leadership |
| 2. Culture and Language Including the Support of Dual Language Learners (DLL) | 5. Family Engagement | 8. Promoting Social Relationships |
| 3. Inclusive Practices for Children with Developmental Delays or Disabilities | 6. Professional Qualifications | 9. Health Promotion and Developmental Screenings |

Monitor program quality progress. Yearly, a team—established to monitor progress towards the educational goals—reviews the CQI survey results and other sources of evidence to identify program strengths and challenges in **three areas** of program quality. **Over a period of three years**, the program must have addressed **all nine** areas of program quality in their Program Improvement Plan.

Together as a team, identify **one** task to strengthen and improve the identified three areas of program quality per year. Document the program improvement plan (PIP). Coordinate the PIP with each individual's PDP as appropriate.

DO

- Work as a team and individually on action plans.
- Meet monthly as a team to reflect, track, and document action plan progress.
- Build staff knowledge and capacity.
- Measure success.

STUDY

As a team, review data, share, and document what has been successful and what needs improving. Celebrate successes. Update progress on the PIP quarterly as per schedule.

ACT

Integrate successful practice. Determine what more needs to be learned. Your PIP is a living document. Do revise, modify, and add to the plan as your school and classroom evolves.



REFERENCES

1. American Academy of Pediatrics {2012}. *Preventing childhood obesity in early care and education programs: Selected standards from caring for our children; National health and performance standards* (2nd ed.). Retrieved from:
<http://ctoc.nrckids.org/StandordView/SpcCoi> Preventing Childhood Obesity
2. Bowman, B. T., Donovan, S., & Burns, M.S. (2001). *Eager to learn: Educating our preschoolers*. Washington D.C.: National Academies Press. Retrieved from: <http://www.nap.edu/openbook.php?isbn=0309068363>
3. Centers for Disease Control and Prevention (n.d.). *Developmental monitoring and screening*. Retrieved from:
<http://www.cdc.gov/ncbddd/childdevelopment/screening.html>
4. Center for Law and Social Policy (2009). *Provide access to training, education and ongoing supports*. Washington, DC: Center for Law and Social Policy. Retrieved from: <http://www.clasp.org/babiesinchildcare/recommendations/nurturing-and-responsive-providers/provide-access-to-training-education-and-ongoing-supports>
5. Center for the Study of Child Care Employment (2011). *Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change?* Berkeley, CA: Austin, L.J.E., Whitebook, M., Connors, M., & Darrah, R. Retrieved from:
<http://www.irle.berkeley.edu/cscce/2011/staff-preparation-reward-and-support-are-quality-rating-and-improvement-systems-including-all-of-the-key-ingredients-necessary-for-change/>
6. Center on the Developing Child at Harvard University (2007). *A Science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. Retrieved from:
http://developingchild.harvard.edu/resources/reports_and_working_papers/policy_framework/
7. Committee for Economic Development (2006). *The Economic benefits of high-quality early childhood programs: What makes the difference*. Washington, DC: Galinsky, E.
8. Curby, T. W., Ferhat, C. B., Edwards, T., & Chavez, C. (2012). Assistant teachers in Head Start classrooms: Comparing to and working with lead teachers. *Early Education & Development*, 23(5), 640-653.
9. Deming, W. E. (2000). *The new economics: for industry, government, education*. Cambridge, PA: The MIT Press.
10. Devaney, E., Smith, C., & Wong, K. (2012). Understanding the "how" of quality improvement: Lessons from the Rhode Island Program Quality Intervention. *Afterschool Matters*, 16, 1-10.
11. Gao, X., & Grisham-Brown, J. (2011). The use of authentic assessment to report accountability data on young children's language, literacy and pre-math competency. *International Education Studies*, 4, 2, 41-54. doi: 10.5539/ies.v4n2p41.
12. Howes, C. (1997). Children's experience in center-based care as a function of teacher background and adult: child ratio. *Merrill-Palmer Quarterly*, 43, 404-425.
13. Le, V. N., Perlman, M., Zellman, G. L., & Hamilton, L. S. (2006). Measuring child-staff ratios in child care centers: Balancing effort and representativeness. *Early Childhood Research Quarterly*, 21 (3), 267-279.
14. Miller, J., Wroblewski, M., & Villafuente, J. (2014). *Creating a Kaizen Culture*. McGraw-Hill.
15. National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8, Position statement with expanded resources*. Retrieved from: <http://www.buildinitiative.org/WhatsNew/ViewArticle/tabid/96/Articleid/170/Early-Childhood-Curriculum-Assessment-and-Program-Evaluation-Building-an-Effective-Accountable-Syste.aspx>



16. National Association for the Education of Young Children (2005). *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Retrieved from: <http://www.naeyc.org/academy/primary/viewstandards>
17. National Institute for Early Education Research. (2010) *Early learning scale: Technical report*. New Brunswick, NJ: Riley-Ayers, S. Frede, E., & Jung, K .. Retrieved from: http://nieer.org/pdf/Early_learning_scale_tech_report_Sept_2010.pdf
18. National Resource Center for Health and Safety in Child Care and Early Education (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs {3rd ed.}*). Retrieved from: <http://cfoc.nrckids.org>
19. New Mexico PreK (2012). *New Mexico PreK Curriculum Policy Brief*. Retrieved from: <https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy>
20. RAND Corporation (2012). *Moving to outcomes: Approaches to incorporating child assessments into state early childhood quality rating and improvement systems*. Santa Monica, CA: Zellman, G. L. & Karoly, L.A.. Retrieved from: http://www.rand.org/pubs/occasional_papers/OP364
21. State of New Mexico: Children, Youth and Families Department and the National Professional Development Center for Inclusion (2010). *Guiding principles for the full participation of young children, birth through age eight, in New Mexico's early learning system*. Albuquerque, NM: State of New Mexico Children, Youth and Families Department and the National Professional Development Center for Inclusion. Retrieved from: http://www.cdd.unm.edu/ecspd/portal/FIT_Mtg/NMGuidingPrinciples.pdf
22. U.S. Department of Health and Human Services: Administration for Children and Families: Office of Planning, Research, and Evaluation (2010). *Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011*. Washington, DC: Child Trends. Retrieved from: <http://www.acf.hhs.gov/programs/opre/resource/compendium-of-quality-rating-systems-and-evaluations>
23. U.S. Department of Health and Human Services: Administration for Children and Families: Office of Planning, Research and Evaluation (2010). *Quality dosage thresholds, and features in early childhood settings: Literature review tables*, OPRE 2011-5a. Washington, DC: Zaslow, M., Anderson, R., Redd, Z., Wessel, J., Tarullo, L., & Burchinal, M.. Retrieved from: <http://www.acf.hhs.gov/programs/opre/resource/quality-dosage-thresholds-and-features-in-early-childhood-settings-0>
24. U.S. Department of Health and Human Services, U.S. Department of Education (2014). *Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings*. Retrieved from: http://www.acf.hhs.gov/sites/default/files/ecd/expulsion_suspension_final.pdf
25. Vu, J. A., Jean, H. J., & Howes, C. (2008). Formal education, credential, or both: Early childhood program classroom practices. *Early Education & Development*, 19(3), 479-504.
26. Wiggins, K., & Mathias, D. (2013). Continuous quality improvement: An overview report for state QRIS leaders. BUILD Initiative's QRIS National Learning Network. Available at: <http://qrисnetwork.org/sites/all/files/resources/mrobinson@buildinitiative.org/2013-05-06%202008:45/Continuous%20Quality%20Improvement,%20An%20Overview%20Report%20for%20State%20QRIS%20Leaders.pdf>
27. Wisconsin Council on Children and Families (2008). *Small is Beautiful: Staff Ratios and Group Size in Early Care and Education*. Retrieved from: http://www.wcc.org/pdf/small_ratio_group_ece_spring_2008.pdf



APPENDIX A: Early Childhood Outcomes (ECO) Crosswalk- NM Early Learning Guideline (ELG): Birth through Kindergarten

Outcome 1: Positive Social Relationships	Outcome 2: Acquires and Uses Knowledge	Outcome 3: Takes Appropriate Action to Meet Needs
ELG Indicator 5.1: Listens with understanding to directions and conversations.	**ELG Indicator 5.1: Listens with understanding to directions and conversations.	ELG Indicator 1.1: Exhibits body coordination and strength in activities such as climbing stairs with alternating feed, marching, running, jumping, hopping, dancing, riding tricycles and scooters.
ELG Indicator 6.1: Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	ELG Indicator 5.3a: Recognizes rhyming sounds in spoken language.	ELG Indicator 1.2: Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., “Duck; Duck; Goose”).
ELG Indicator 13.1: Communicates ideas and/or feelings through creative activities.	ELG Indicator 5.3b: Knows and applies letter sound correspondence and beginning sound-recognition skills.	ELG Indicator 2.2a: Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects. ELG Indicator 2.2b: Coordinates eye-hand movements when dressing and undressing.
ELG Indicator 17.4: Expresses cultural influences from home, neighborhood, and community.	**ELG Indicator 6.1: Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	ELG 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.
ELG Indicator 19.1: Cares for personal and group possessions.	ELG Indicator 7.1: Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	ELG Indicator 24.2: Develops increasing independence during activities, routines, and play.
ELG Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.	ELG Indicator 7.2: Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	ELG Indicator 27.1: Focusses and completes a variety of tasks, activities, projects, and experiences.

ELG Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	ELG Indicator 7.4: Progresses in understanding and using concepts of print.	
ELG Indicator 25.3: Role plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	ELG Indicator 8.3: Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	
	ELG Indicator 10.1: Recognizes names, describes, compares and creates familiar shapes.	
	ELG Indicator 9.2: Uses number and counting as a means for solving problems and determining quantity.	
	ELG Indicator 10.1: Recognizes, names, describes, compares and creates familiar shapes.	
	ELG Indicator 11.3: Demonstrates emerging knowledge of measurement.	
	ELG Indicator 12.1: Sorts, classifies, and groups materials by one or more characteristic.	
	**ELG Indicator 13.1: Communicates ideas and/or feelings through creative activities.	
	ELG Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural world and begins to form explanations of observations and explorations.	
	ELG Indicator 14.3: Makes predictions and forms hypotheses.	
	ELG Indicator 23.2: Shows interest in exploring the environment, learning new things and trying new experiences.	
	ELG Indicator 24.2: Develops increasing independence during activities, routines, and play.	

**ELG Indicator may be used for multiple outcomes



A partnership between the *New Mexico Public Education Department*, the *New Mexico Children, Youth and Families Department*, and the *University of New Mexico*.

©2016 by New Mexico Public Education Department. All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of NMPED.

